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ABSTRACT

A study examined the attitudes of youths from low income and disadvantaged households toward themselves, school, and work. A random sample of 7547 youths (about evenly divided between male and female) aged 14 to 20 from eight sites were surveyed concerning their opinions of themselves, their perceptions of their current jobs (if employed), their educational aspirations, and their parents' educational aspirations for the youths. Data from these interviews were coordinated with data from two earlier surveys to provide an attitudinal profile of economically disadvantaged 16- to 19-year-olds who have not graduated from high school and who are thus eligible for a full-time summer and part-time school year job that would provide incentive to either stay in or return to school. Analysis of data collected revealed that on the whole these low income youths have relatively high levels of self-esteem. Black youths are more likely to want and expect to finish college than are white and Hispanic youths. Youths who are employed generally exhibit positive attitudes about their jobs and, if they are not enrolled in school, appear to be holding permanent, well-supervised positions. (A total of twenty-one tables are included in and appended to the report.) (MN)

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Attitudes of Youths Toward Work, Schooling, and Themselves:
Evidence from the Youth Incentive Entitlement Pilot Projects

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1.0 INTRODUCTION

"When I was going to regular school, I was getting straight F's and incompletes. I used to go to school to get high with my friends. I had to go to school the whole day and I did not like that at all. But now all I have to do is go to school half a day and go to work and then go home. The day goes a lot faster. I guess I lucked out when I came here. I get along with the teachers at this new school. I like some of the subjects better and I am getting much better grades. The way I look at it is that I have changed a lot, a whole lot for the better. I can realize that now. I used to be a punk. They took a report card to the old school where I got in all that trouble and they could not believe it was mine. I had an "A" and a "B" and a "C". I got an "F" in social studies. That is my only problem." (Rist, et al., 1979, p. 63.)

Those concerned with the problems of youths from low-income and disadvantaged households, and with designing programs to ameliorate these problems, have been of two minds concerning the relative importance of objective conditions, such as natural ability, home circumstances, and market conditions, and attitudes, such as educational and economic aspirations, and motivation and self-esteem, in affecting the lives of these youths.

National attention to the problems of youth unemployment and to the declining employment/population ratios for minority youths resulted in the Youth Employment and Demonstration Projects Act of 1977, and greatly expanded levels of federal spending for programs aimed to increase the work experience and school completion rates of disadvantaged youths. These programs have aimed at altering the objective conditions for participating youths by providing new and expanded employment and schooling opportunities. In addition, for the first time the attitudinal dimension has not been altogether neglected. Attitudes interact with objective conditions. The Youth Incentive Entitlement Pilot Projects (the Entitlement Program) is a recent attempt by a federal employment program to alter objective conditions and to change program youths' attitudes toward schooling, work, and possibly themselves. A recently published report of the Youthwork National Policy Study discusses the views and behavior of youths participating in education and

employment training Youthwork programs. (Rist, et al., 1979.) In contrast to the self-selected sample analyzed in the Youthwork National Policy Study report, the impact analysis of the Entitlement Program will analyze a sample of eligible youths, not only program participants.

The attitudes of youths towards themselves, school, and work will likely be important determinants of program participation and success. In a formal framework, program outcomes are expected to be a function of program treatments, youths' preprogram attitudes, and other factors. During the course of program participation a change in preprogram attitudes may occur as a direct result of program treatments, program outcomes, and other factors. Further, the change in attitudes may feed back into subsequent program participation and induce another round of effects on program outcomes. This paper is limited to a description of the baseline attitudes of youths and (in the following sections) a discussion of hypotheses about the interplay between attitudes and program participation and outcomes.

The effects of preprogram attitudes on program participation are in part a function of the nature of attitudes themselves. The consensus of authorities of social psychology is that attitudes and opinions are learned. The most accepted definition describes an attitude as a "learned predisposition to respond to an object in a consistently favorable or unfavorable manner." (Ajzen and Fishbein, 1975, p. 336.) Studies of personality development suggest that an individual's attitudes are substantially formed by the influences of family members, educational systems and peer groups, and the mass media of communication. (Oskamp, 1977, p. 120.) In addition, genetic or physiological factors may contribute to attitude formation. Such factors may lead to a predisposition toward the development of certain factors such as aggressiveness or a tendency to be easily persuaded. (McGuire, 1969.)

Preprogram attitudes may preclude some eligible youths from even considering to participate in the Entitlement Program. No matter what recruitment efforts are made to reach these youths, they will be predisposed to not taking a part in any such work or schooling program. Other youths may be inclined to join the program for a period and then drop out, while others will join and stay in the program and realize outcomes of differing degrees of success. Thus, youths' preprogram attitudes may act as a

determinant of who will or will never participate and, for those who do participate, such attitudes may detract from or enhance their program outcomes.

How likely is it to expect program treatments, in turn, to influence or change youths' attitudes? An attitude is characterized as having two components: salient beliefs that an object possesses certain attributes, and an evaluation of those attributes. (Ajzen and Fishbein, 1975, p. 396.) Influencing or changing either or both of these components could induce a change in the attitudes themselves. However, many psychologists believe a change in attitudes would be difficult to accomplish in this manner. It may be that the entire informational base upon which the attitude is founded, not simply its component parts, must be the target of any desirable change strategy. (Ajzen and Fishbein, 1975, p. 400.) Successful attitude change may thus require a comprehensive methodical approach.

If any change does occur, how permanent will it be? Attitude change will disappear unless the environment is supportive of the behavioral change that accompanies the attitude change. (Festinger, 1964.) According to one interpretation, Festinger argued that "what developed the attitude in the first place continues to act on the subject, and he is likely to go back to his earlier attitude unless there is some real environmental change that sustains his new attitude. Considerable evidence supports this formulation." (Triandis, 1971, p. 82.) Participation in the Entitlement Program could conceivably lead to a change in a youths' environment. If the program is successful at prodding a youth to finish school, and providing him or her with a meaningful work experience, the youth may then be eligible for more promising jobs, and his or her environment will change (for the better, it is assumed). This new environment (viewed as a reward to program participation) would provide the necessary support to sustain changes in attitudes toward school and work. An empirical test of this hypothesis (conducted with the combined data of the Wave I and Wave II interviews) may demonstrate that this program is effective in changing youths' attitudes toward work and school, and their subsequent behavior.

Thus, significant success both during the Entitlement Program and as a subsequent result of the program may have some effect of the attitudes

discussed in this study. Analysis of the longitudinal data collected for program-eligible youths will provide insights to the following questions:

- (1) How do baseline attitudes affect program outcomes?
- (2) How do program treatments affect attitudes?
- (3) How does a change in attitudes affect subsequent behavior and program outcomes?

This paper is limited to displaying the baseline attitudinal profile of the youth sample. This analysis will complete the picture of youth characteristics and behavior outlined in the report Schooling and Work Among Youths From Low-Income Households: A Baseline Report from the Entitlement Demonstration. (Barclay, et al., 1979.)

2.0 THE YOUTH INCENTIVE ENTITLEMENT PILOT PROJECTS

The Youth Employment and Demonstration Projects Act creates a set of Youth Incentive Entitlement Pilot Projects, the function of which is to demonstrate:

the efficacy of guaranteeing otherwise unavailable part-time employment, or combination of part-time employment and training, for economically disadvantaged youth between the ages of sixteen and nineteen, inclusive, during the school year who resume or maintain attendance in secondary school for the purpose of acquiring a high school diploma or in a program which leads to a certificate of high school equivalency and full-time employment or part-time employment and training during the summer months to each such youth. (Title II, Part C, Subpart I, Sec. 325(a).)

Through a combination of guaranteed employment and a properly planned education strategy, the intent of the project is to encourage disadvantaged youths to complete their secondary education or its equivalent. In turn, it is hoped that this "will lead to meaningful employment opportunities after they have completed the program." (Title II, Part C, Sec. 321.)

Eligible youths (economically disadvantaged 16-19 year olds who have not graduated from high school) in 17 labor markets are being

offered a full-time job during the summer and a part-time job during the school year so long as they are enrolled in school (or in an educationally equivalent program) and performing adequately. This is an entitlement program: sufficient funds have been provided to serve all eligibles who apply.

Whether job guarantees for 16-19 year old economically disadvantaged youths will effectively encourage those in school to stay and those out of school to return or to accept and hold the job is an open question. The answer to this question depends partly upon the attitudes and abilities of the youths themselves, and partly upon the details of program design and implementation. This discussion will cover youth's opinions of themselves, their perceptions of their current jobs (if employed), their educational aspirations, and their parents' educational aspirations for the youths. These attitudes will later be used as potential predictors of program participation.

This report analyzes preprogram data collected for the evaluation of the Entitlement Program. This baseline survey of a stratified random sample of program-eligible youths and their families in four experimental and four matched control sites contains information on the preprogram behavior of 7,553 youths. These data result from probability sampling in each of the eight sites, and contain information on program eligibles, some but not all of whom will subsequently choose to become program participants. The survey was conducted prior to, or contemporaneous with, program start-up during the spring of 1978, and was in no way identified with the Entitlement Program.¹

¹The Entitlement demonstrations are coordinated by the Manpower Demonstration Research Corporation (MDRC) under contract with the U.S. Department of Labor. MDRC has in turn engaged Abt Associates Inc. to conduct a four-year analysis of program impacts on participants. Three subsequent waves of reinterviews will be conducted with the study sample and their parents. These survey data, combined with school performance records (which will be obtained for each youth), will provide the basis for measuring rates and determinants of program participation, as well as short- and long-run program impacts.

3.0 THE DATA

The principal data source for this study is the longitudinal survey of eligible youths and their parents at four experimental and four comparison sites.¹ Tables 1 and 2 use this baseline data to summarize the age and the ethnic distributions of the sample across sites. Age is measured in months and summarized by trimester.

In Table 1 the truncation of older age groups due to the focus on individuals who have not graduated from high school is very noticeable. The sample share begins to decline significantly for those aged 18 II and by 19 II (through high school graduation) a bit over half of the relevant birth cohort has been lost. The fact that more of this age group was not lost through high school graduation indicates the difficulties exhibited by children from low-income families in making progress in school.

Table 2 shows the distribution of the sample by site and ethnic origin. In view of the low-income, inner-city or Southern rural nature of the sample, it is not surprising to find that the sample is mostly black in all sites except in Denver and Phoenix, where it is mostly Hispanic. The sample is about evenly divided between males and females. Sex exhibits little correlation with either site, ethnic origin, or age. Fewer than half of the youths live with both natural parents, and the mean educational level of parents is ninth grade. Few (approximately two percent) of the youths are or have ever been married, but fully 15 percent have at least one child.

4.0 YOUTH'S OPINIONS OF SELF

During the baseline interview youths were asked to answer a series of questions regarding their self-opinions.² The questions were designed

1

See Barclay, et al., (1979) for a more detailed discussion of the eight sites and their respective characteristics.

2

Four of these questions were taken from the National Longitudinal Survey instrument. Comparisons of results from the two data bases will be discussed later in this section.

TABLE 1
Age Distribution of the Full Sample, Second Trimester, 1978

	<u>N</u>	<u>Percent</u>
14, III	26	0.3
15, I	21	0.3
15, II	66	0.9
15, III	679	9.0
16, I	686	9.1
16, II	663	8.8
16, III	681	9.0
17, I	684	9.1
17, II	637	8.4
17, III	673	8.9
18, I	626	8.3
18, II	529	7.0
18, III	417	5.5
19, I	380	5.0
19, II	310	4.1
19, III	273	3.6
20, I	180	2.4
20, II	<u>16</u>	<u>0.2</u>
Total	7547	^a 100

Number of Missing Observations = 6

* * * * *

TABLE 2
Ethnic Distribution of the Sample by Site, 16-19 Year Olds*

Site	Ethnic Origin			Total N
	White %	Black %	Hispanic %	
Denver	15.4	30.3	54.3	989
Phoenix	29.8	20.9	49.3	406
Cincinnati	17.4	81.9	0.7	1177
Louisville	32.2	67.0	0.8	597
Baltimore	8.0	91.0	1.1	1394
Cleveland	13.2	83.7	3.2	539
Mississippi Pilot	13.1	86.3	0.1	756
Mississippi Control	13.3	86.4	0.2	427
Total N	16.1	71.4	12.5	6285

*The sample is restricted to those who would have attained at least their 16th birthday by June, 1978, but who would not have been older than 19 years and two trimesters by that date.

to determine an individual's feeling of self-worth, whether the individual believed he or she could exert some control over his or her environment - whether the individual held an internal or external attitude¹ - and, whether the individual had little or much initiative.²

Table 3 shows the percentage of youths who strongly agreed with the various self-opinions. (Each youth answered all 14 questions.) The majority of youths generally agrees with those opinions which are positive or internal in nature. This result indicates that the Entitlement sample, despite its outward handicaps, perceives itself as capable of exerting some influence over its environment and influencing its future, and is pleased with itself and its lot.

Attitudes are generally related to expectations of returns. If the Entitlement Program is successful in affecting the returns, or rewards, its participants receive from their schooling and work experiences as a part of the Entitlement treatment, then it could induce a change in the expectations and, consequently, the attitudes of its participants.

Paul J. Andrisani and his colleagues, in an analysis of the National Longitudinal Survey (NLS), found slight differences in the internal-external attitudes among different age groups of men and women. The absence of a great degree of attitudinal change occurring with aging is consistent with the psychological literature that finds "internal-external attitudes are relatively stable during adulthood and, consequently, may represent personality dimensions." (Andrisani, et al., 1978, p. 111.) They conclude that the occurrence of attitudinal change is nonrandom and that the initiative of individuals "could be influenced by public policy prescriptions." (Andrisani, et al., 1978, p. 134.)

¹ An internal attitude expresses the belief that an individual has control over his or her future; that this person is capable of making decisions to guide his or her life, of exerting control over what happens to him or her. An external attitude indicates that an individual believes others control his or her future, that what happens to him or her is strictly due to the influence and power of others and that the individual has no power to change the course of events in his or her life.

² Variation in initiative reflects variation in perceived internal-external attitudes which, according to Rotter's social-learning theory (Rotter, 1966), "refer to the degree to which an individual perceives success as being contingent upon personal initiative." (Andrisani, et al., 1978, p. 101.)

TABLE 3
Youth's Opinions of Self

	PERCENT WHO AGREE A LOT	NATURE OF ATTITUDE ¹
1) What happens to me is my own doing.	60.0	Internal
2) When I make plans, I am almost certain I can make them work.	49.6	Internal
3) In my case, getting what I want has little or nothing to do with luck.	33.8	Internal
4) Many times I feel that I have little influence over the things that happen to me.	19.0	External
5) I feel that I'm a person of worth, at least on an equal plane with others.	73.0	Internal
6) I feel that I have a number of good qualities.	70.0	Internal
7) All in all, I am inclined to feel that I am a failure.	3.7	External
8) I am able to do things as well as most other people.	69.6	Internal
9) I feel I do not have much to be proud of.	9.2	External
10) I take a positive attitude about myself.	63.3	Internal
11) On the whole, I am satisfied with myself.	62.6	Internal
12) I wish I could have more respect for myself.	28.8	External
13) I certainly feel useless at times.	16.1	External
14) At times I think I am no good at all.	8.5	External

N = 6285

¹These terms are defined on page 8 of this report.

In Table 4 data from the NLS and Entitlement survey are compared.¹ Analysis of the NLS data showed that blacks are slightly less internal than whites of the same age and sex. In other words, black youths are less likely to feel they have direct control over their futures and more likely to believe what will happen to them is fate and cannot be affected by their own will or actions. The smallest differences of "internality" occurred among women. The Entitlement data presents mixed results. Blacks are sometimes less, sometimes more internal than whites of the same age and sex. Overall, black eligibles exhibit a greater degree of internal attitude than their white counterparts. The Entitlement sample appears to be more homogeneous than and slightly different in nature from the NLS sample.

The data in Tables 3 and 4 indicate that, on the surface at least, the sample of program-eligible youths has a fairly high degree of self-esteem and that there is little difference in degree between blacks and whites or men and women. Will this pattern also be observed when the data are analyzed to determine if there are any underlying variables exerting effects on self-opinions?

To answer these questions, a dichotomous variable was created for each of the 14 self-opinions shown in Table 3.² An array of variables describing each youth's background was compiled. Thus, a model was specified and estimation was undertaken using a logistic function. The results are presented in Appendix Tables A and B for internal (positive) and external (negative) opinions, respectively.

The logit results reveal that age in months generally exerts a negative influence in the equations of internal self-opinions, as do being white, Hispanic, and female. In other words, as a member of this program-eligible sample ages, or if the person is female, white or Hispanic, that person will be less likely to feel that he or she can exert some control over his or her environment and future and is less likely to have a

¹The two sets of questions compared in this table are not identical. However, responses were scored in a similar fashion and, although absolute scores are not comparable, basic patterns shown in the data are comparable.

²The response "Agree A Lot" was used to define the first category ($y=1$). A response to any of the other three choices "Agree A Little," "Disagree A Little," or "Disagree A Lot" defines the second category ($y=0$).

TABLE 4
Attitudes of Youths from the National Longitudinal Survey¹
and the Entitlement Survey

<u>Part 1</u>	<u>Females</u>		<u>Males</u>	
<u>National Longitudinal Surveys²</u> (14-24 years old)	<u>Black</u>	<u>White</u>	<u>Black</u>	<u>White</u>
1) Choice between:				
a) What happens to me is my own doing.	2.2	1.9	2.1	1.8
b) Sometimes I feel that I don't have enough control over the direction my life is taking.	(1.1)	(1.0)	(1.1)	(1.0)
2) Choice between:				
a) When I make plans I am almost certain I can make them work.	2.8	2.4	2.7	2.2
b) It is not always wise to plan too far ahead, because many things turn out to be a matter of good or bad fortune anyhow.	(1.2)	(1.1)	(1.2)	(1.1)
3) Choice between:				
a) In my case, getting what I want has little or nothing to do with luck.	1.7	1.7	1.8	1.6
b) Many times we might just as well decide what to do by flipping a coin.	(0.9)	(0.8)	(0.9)	(0.8)
4) Choice between:				
a) Many times I feel that I have little influence over the things that happen to me.	2.4	2.3	2.4	2.2
b) It is impossible for me to believe that chance or luck plays an important role in my life.	(1.1)	(1.0)	(1.1)	(1.0)
Total	9.2	8.2	9.0	7.8
N	1222	3110	1003	2691

() = Standard Deviation

¹ Source: Paul J. Andrisani, et al, (1978), pp. 112-113.

² National Longitudinal Surveys, 1973, Question 68, Items e, f, g, and k.

Table 4 (cont'd.)

Part 2

Entitlement Survey
(16-19 years old)

	<u>Females</u>		<u>Males</u>	
	<u>Black</u>	<u>White</u>	<u>Black</u>	<u>White</u>
1) What happens to me is my own doing.	1.6 (0.9)	1.5 (0.7)	1.6 (0.8)	1.5 (0.7)
2) When I make plans, I am almost certain I can make them work.	1.6 (0.8)	1.8 (0.8)	1.6 (0.7)	1.7 (0.8)
3) In my case, getting what I want has little or nothing to do with luck.	2.1 (1.0)	2.1 (1.0)	2.0 (1.0)	2.1 (1.0)
4) Many times I feel that I have little influence over the things that happen to me.	2.5 (1.0)	2.6 (1.0)	2.5 (1.1)	2.5 (1.0)
Total	7.7	7.9	7.6	7.8
N	2345	515	2148	493

() = Standard Deviation

high regard for himself or herself. Enrollment in school or a GED program, employment, or being head of a household exhibit positive effects on the internal self-opinion equations. Participation in the Entitlement program (determined after these interviews were conducted) also has a positive effect.¹ The statistical significance of the coefficients changes among the eleven internal opinion equations. On the whole, the tenth grade, GED program, employment, head of household, and Entitlement participation variables appear to be poor predictors of a youth's self-esteem. The external self-opinions are most powerfully influenced by a youth's age, ethnic background, grades, and school enrollment. A negative coefficient for any of these variables decreases the probability that a youth will agree with the external opinion, given the youth bears the attribute of the variable.

The direction of effects has been discussed, but what do the values of the coefficients themselves indicate? Tables 5 and 6 present the estimated probabilities of agreeing with two internal and two external self-opinions, respectively, for selected groups of youths. These probabilities were computed by evaluating $p(y) = 1/(1 + e^{-BX})$, where B represents the array of estimated coefficients of the x-independent variables, and y is the dependent variable. This manner of presenting the logit results shows more clearly the effects of the independent variables.

In Table 5, blacks exhibit a higher probability of agreeing with both internal attitudes than whites and Hispanics.² Men are more likely to believe they have influence over their environments than women. However, differences between the attitudes of males and females is quite small. The greatest disparity is seen among the ethnic groups. Blacks are on average five percent more likely to agree with the internal opinions than whites and 12 percent more likely than Hispanics. Whites are between six and seven percent more likely to agree with the internal attitude than are Hispanics. These results concur with those found in Table 4.

¹ A negative effect will cause the probability of agreeing with the internal opinion to decrease. A positive effect will increase this probability.

² Standard errors for the estimated probabilities were not calculated, thus, no tests of statistical significance were made. The comparisons of the estimated probabilities made here and in following sections are strictly of a relative nature.

The effects of school enrollment and employment during the spring of 1978 are also highlighted in Table 5. Having worked at any time during that period marginally increases the probability of agreeing with Opinion A, while it decreases considerably the probability of agreeing with Opinion B. Being enrolled in school has almost no effect on the probability of agreeing with Opinion A, but it does exhibit a relatively powerful upward effect on the probability of agreeing with Opinion B.

Table 6 shows the estimated probability of agreeing with an external attitude. The pattern of response shows that men are about three percent more likely to agree with the external attitude "I wish I could have more respect for myself." (Opinion C.) Black males have the highest probability of agreeing with this opinion; white females have the lowest. Youths who were enrolled in school have a smaller probability of agreeing with Opinion C, while youths who were employed display the same probability of agreeing with this opinion as do youths who were not employed.

The pattern exhibited in the responses to the opinion "I certainly feel useless at times." (Opinion D) is quite different. Women are now more likely than men to agree with the attitude. Whites are more likely to agree; blacks are least likely. Youths who were employed and/or enrolled in school are much less likely to feel useless than youths who were unemployed and/or not in school.

5.0 YOUTH'S OPINIONS OF CURRENT JOB

During the spring of 1978 nearly 28 percent of the youth sample was employed. Approximately 50 percent of the white and Hispanic males and only 26 percent of the black males were working. For the female youths, approximately 32 percent of the white and Hispanic groups had jobs; 19 percent of the black group of female youths was employed. Youths who lived with their parents or guardians, and who were not enrolled in school for the entire 76/77 school year had higher percentages of their groups employed than their respective counterparts. Older youths generally exhibited higher employment rates than younger individuals.¹

¹See Barclay, et al., (1979) for more detail.

TABLE 5

Estimated Probability of Agreeing with Internal Self-Opinions

<u>Ethnic Background</u>			<u>Opinion A</u>		<u>Opinion B</u>	
	<u>Enrolled, Spring 1978</u>	<u>Employed, Spring 1978</u>	<u>I feel that I am a person of worth, at least on an equal plane with others.</u>		<u>I take a positive attitude about myself.</u>	
			<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>
Black	yes	no	69.8	68.6	64.7	57.8
	yes	yes	70.3	69.0	62.6	55.6
	no	no	69.7	68.5	59.7	52.6
	no	yes	70.2	68.9	57.6	50.4
Hispanic	yes	no	57.0	55.5	52.6	45.4
	yes	yes	57.4	56.0	50.4	43.2
	no	no	56.8	55.4	47.4	40.3
	no	yes	57.3	55.8	45.1	38.1
White	yes	no	64.3	62.9	53.1	45.9
	yes	yes	64.8	63.4	50.9	43.7
	no	no	64.2	62.8	47.9	40.7
	no	yes	64.7	63.3	45.6	38.6

Reference Group: 17½ years old, highest grade attained is tenth; not head of own household, not an Entitlement participant.

TABLE 6
Estimated Probability of Agreeing With External Self-Opinions

Ethnic Background	Enrolled, Spring 1978 Employed, Spring 1978		<u>Opinion C</u>		<u>Opinion D</u>	
			I wish I could have more res- pect for myself.		I certainly feel useless at times.	
			Male	Female	Male	Female
Black	yes	no	34.4	30.7	14.5	16.3
	yes	yes	34.5	30.7	13.5	15.3
	no	no	36.9	33.1	19.1	21.3
	no	yes	37.0	33.1	17.9	20.0
Hispanic	yes	no	33.5	29.8	15.9	17.9
	yes	yes	33.6	29.9	14.9	16.7
	no	no	36.0	32.2	20.8	23.2
	no	yes	36.1	32.2	19.5	21.8
White	yes	no	25.8	22.7	18.5	20.7
	yes	yes	25.9	22.7	17.3	19.4
	no	no	28.0	24.7	24.0	26.6
	no	yes	28.0	24.7	22.5	25.1

References Group: 17½ years old, highest grade attained is tenth; not head of own household, not an Entitlement participant.

This section of the discussion of youth attitudes examines the opinions of current jobs expressed by the 1,806 youths who were working during the spring of 1978. All youths who were working at the time of interview were asked to respond to 15 statements, or perceptions, about the youth's job. Table 7 displays the percentages of youths who felt the statement in question was very true. The opinions were assigned to a negative or positive category. Positive perceptions were defined as those expressing a feeling that the youth's job was successful in producing a relevant experience for the youth as well as useful output for the employer and others. Negative perceptions implied the job was inconsequential, poorly supervised, or simply a way of passing time and earning some money.

In Table 7 it can be seen that the majority of youths believed the positive perceptions to be very true except in two cases: perceptions 3 and 15, "I am learning skills that I did not have before I got my job.", and "I would like to be doing this same kind of work five years from now.", respectively. This result may imply that even though these youths enjoy working at their respective jobs and have generally positive attitudes about their work, these jobs are temporary positions and are not specifically training the youths for their future careers. Response to the negative job perceptions indicate that the youths are generally well supervised at work and do not waste much time socializing on the job.

Similar to the analysis of self opinions discussed in the preceding section the effects of various demographic variables upon youths' perceptions of current jobs were analyzed by estimating a series of equations using a logistic function.¹ The results of the equation estimations are shown in Appendix Tables C and D, for positive and negative job opinions, respectively. Age in months exerts a positive, but very small effect on positive job perceptions. Being white, relative to being black, exerts a negative impact on the dependent variable, while being Hispanic exerts a positive impact. Female youths and Entitlement participants are more inclined to feel the positive perceptions are "very true." Relative to

¹ The dichotomous dependent variable was created by defining the first category ($y = 1$) with a response of "Very True" to any of the 15 job perceptions. The second category ($y = 0$) corresponded to a choice of "Somewhat True", "Not Too True", or "Not At All True."

TABLE 7
Perceptions of Current Job

	Percent Who Feel Opinion is "Very True"	Nature of Attitude
1) One of the useful things I am learning on my job is how to get along with other workers.	72.3	+
2) On my job, I am learning how to work under a supervisor.	71.4	+
3) I am learning skills that I did not have before I got my job.	47.3	+
4) I have more responsibility now than I did when I first started my job.	59.0	+
5) I usually feel rushed to do all the work they expect me to do.	21.1	-
6) I usually have a lot of time on my job to relax, talk to my co-workers, or to just to what I want to do.	18.5	-
7) The work I do is useful to the other people who work there.	53.3	+
8) I feel my job is worthwhile.	64.5	+
9) I usually enjoy going to the place I work.	56.3	+
10) I am usually comfortable when I am at work.	52.2	+
11) I feel that most of the time my job is boring.	15.2	-
12) My supervisor doesn't seem to mind when I arrive later or leave early.	15.4	-
13) I feel that most of the time my supervisor treats me fairly.	69.9	+
14) I often don't have a clear idea of what I am supposed to do on this job.	9.0	-
15) I would like to be doing this same kind of work five years from now.	14.9	+

n = 1806

being in ninth grade, being in a higher grade or in a GED program generally exerts a negative influence on the dependent variable, as does being enrolled in school. A youth who is the head of his or her own household will be less likely than a youth who is living with his or her natural parents or legal guardians to agree with positive perceptions of current jobs.

The effects of age in months and being white, Hispanic, or female are mixed in the results of the negative job perception equations. However, the grade and GED variables, and the school enrollment variable generally exhibit negative influences on the negative job perceptions. This means that youths represented by any of these attributes will be less likely to believe a negative job perception is very true.¹ The Entitlement variable also produces this effect. Youths who are heads of households will be more likely to believe the negative perception is true.

The coefficients of these equations have been used to evaluate estimated probabilities for selected groups of working youths.² In Tables 8 and 9, the effects of the independent variables on the positive and negative job perceptions, respectively, are more apparent in the comparison of estimated probabilities rather than logit coefficients.³

In Table 8 it is seen that black youths are much more likely than white youths to feel that their jobs are worthwhile (Opinion A), and slightly more likely to believe this than Hispanic youths. Females have a higher probability of feeling their current jobs are worthwhile than males. Hispanic and black males exhibit a probability of greater than 50 percent of feeling their jobs are worthwhile. Enrollment in school has

¹ These attributes also indicate a youth will be less likely to believe a positive job perception is very true. This confusing result may be attributable to the fact that schooling and work are usually substitutes for one another and that most of the youths who were working at the time of the baseline interview (prior to program start-up) were not in school. Hence, there may be observed little variation among these variables within the subsample of currently employed youths and confusing results may appear. See Barclay, et al., (1979) for more detail.

² See page 13 of this report for a description of the evaluation method used.

³ See page 13, Footnote 2 of this report.

TABLE 8

Estimated Probability of Believing Positive Job Perception is Very True

<u>Ethnic Background</u>	<u>Enrolled, Spring 1978</u>	<u>Opinion A</u>		<u>Opinion B</u>	
		<u>I feel my job is worthwhile.</u>		<u>I would like to be doing this same kind of work five years from now.</u>	
		<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>
Black	yes	56.1	66.0	8.1	11.4
	no	55.8	65.8	8.4	11.3
Hispanic	yes	54.9	64.9	15.2	20.8
	no	54.6	64.7	15.7	21.4
White	yes	46.9	57.3	8.9	12.5
	no	46.6	57.1	9.2	12.9

Reference Group: 17½ years old, highest grade attained is tenth, enrolled in spring 1978, not head of own household, not an Entitlement participant.

a slight positive effect on Opinion A. Black females show the highest probability of believing their jobs are worthwhile and white males are the least likely group to believe their jobs are worthwhile.

While working youths generally believe their jobs are worthwhile, they do not want to be doing this same type of work in five years (Opinion B). Hispanic youths are the most likely to indicate they would like to continue working at their current jobs, but males and females are only 15 and 20 percent of time going to agree with this opinion. Black youths are the least likely to want to be doing the same type of work in five years. Youths who were not in school are more likely to want to continue in their present types of jobs than youths who were in school.

In Table 9 it is shown that youths are not very likely to feel their jobs are boring (Opinion C) or that they do not have good supervision at work (Opinion D). Female youths are more likely than males to be bored by their jobs, blacks more likely than Hispanics and whites. Also, youths who were in school were more likely to be bored on their jobs relative to youths who were not in school. All groups of youths exhibit quite low probabilities of agreeing with Opinion D, in Table 8.

In general the data in Tables 8 and 9 indicate that working youths seem to be holding jobs that are usually not boring and are well supervised. Further, youths who were not in school during the spring of 1978 appear to be holding jobs which are more permanent in nature than those held by youths who were enrolled at that time.

6.0 EDUCATIONAL ASPIRATIONS

This section of the discussion of youth attitudes focuses on the educational aspirations of youths and of parents for the youths. Three questions pertaining to educational aspirations were included as part of the Entitlement baseline survey. Youths were asked how much education they would like to get and how much they expected to get. Parents were asked how much education they would like their respective offspring to receive. Responses to these three questions are presented in Table 10.

Approximately equal proportions of the youth sample said they would like to finish high school or finish college, 31.1 and 32.1 percent, respectively. Only 2.0 percent indicated they did not wish to complete

TABLE 9

Estimated Probability of Believing Negative Job Perception is "Very True"

Ethnic Background	Enrolled, Spring 1978	<u>Opinion C</u>		<u>Opinion D</u>	
		I feel that most of the time my job is boring.		I often don't have a clear idea of what I am supposed to do on the job.	
		<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>
Black	yes	17.5	20.0	10.7	11.4
	no	18.0	20.5	8.7	9.2
Hispanic	yes	13.6	15.6	9.2	9.8
	no	14.0	16.0	7.5	8.0
White	yes	12.4	14.2	9.1	9.7
	no	12.7	14.6	7.3	7.8

Reference Group: 17½ years old, highest grade attained is tenth, enrolled in Spring 1978, not head of own household, not an Entitlement participant.

TABLE 10
Educational Aspirations of Parents and Youths*

<u>Level of Education</u>	<u>Opinion A</u> Youth Would Like to Attain this Level	<u>Opinion B</u> Youth Expects to Attain this Level	<u>Opinion C</u> Parent Would Like Youth to Attain this Level
Some High School or Less	2.0	7.7	0.8
Finish High School	31.1	40.1	25.4
Technical or Vocational Train- ing Without Finishing High School	2.2	2.2	0.7
Technical or Vocational Train- ing After Finishing High School	10.0	8.9	5.3
Some College	13.8	15.6	13.3
Finish College (Four Years)	32.1	19.7	44.5
Graduate School Beyond Four- Year College	7.9	4.2	9.5
Don't Know	0.9	1.6	0.5
Total	100.0%	100.0%	100.0%

N = 5384

*The sample is restricted to youths with parents.

high school; 7.9 percent said they wanted to complete college and go on to graduate school. In contrast only 19.7 percent of these youths expect to finish college, a much smaller share than those who would like to do so. However, slightly more than 40 percent expect to finish high school. A discrepancy is seen between what youths would like to attain and their expectations. Nearly eight percent of the youths do not expect to ever finish high school.

Parents exhibit high educational aspirations for their children. Over half of the parents would like their children (the Entitlement-eligible youth(s) in the family) to finish college and/or go to graduate school. Nearly 40 percent would like their children to finish high school and/or have some college training. The educational aspirations of parents for their children seem to be much higher than the aspirations of the children themselves. The educational expectations of the youths do not appear to match their preferences.

Tables 11, 12, and 13 display crosstabulations of these educational aspirations of youths and parents by various demographic characteristics.¹ The data in Table 11 show the crosstabulation of parents' educational aspirations for youths and what the youths would like to do. For the sample as a whole, 36.6 percent of the parents and youths do not want the youth to finish college. Over 27 percent of the parents and youths both want the youth to finish college. This latter percentage is higher for females than males, 29.9 and 24.8, respectively; for blacks (30.5) than whites (18.2) and Hispanics (19.3); for younger youths (28.0) than for older youths (18.3); and for youths whose parents have higher levels of education themselves. Among the ethnic groups, in over 52 percent of the white families neither the youth nor parent would like the youth to finish college. This percentage is only 32.1 in black families and 44.7 in Hispanic families.

In Table 12 the crosstabulation between parents' attitudes and youths' expectations is shown. Only 17.9 percent of the families show that the parent would like the youth to finish college and that the youth

¹ A binary variable was created by aggregating the responses "Finish College" and "Graduate School Beyond Four-Year College" to define one category ($y = 1$) and aggregating all other responses to define the second category ($y = 0$) for each of the three opinions shown in Table 10.

TABLE 11

Crosstabulation of Educational Aspirations: Parent Would Like Youth to Finish College and Youth Would Like to Finish College

Characteristic	Neither Parent nor Youth Would like Youth to Finish College	Parent Would like Youth to Finish College	Youth Would like to Finish College	Both Parent and Youth Would like Youth to Finish College	TOTAL
Sex:					
Female	34.8	23.1	12.2	29.9	100.0
Male	38.3	23.8	13.1	24.8	100.0
Ethnic Background:					
Black	32.1	24.0	13.4	30.5	100.0
Hispanic	44.7	22.4	13.6	19.3	100.0
White	52.3	21.4	8.1	18.2	100.0
Age, in years					
16	36.1	22.7	13.3	28.0	100.0
17	33.5	25.0	12.1	29.5	100.0
18	39.2	22.4	11.0	27.4	100.0
19	41.9	23.4	16.4	18.3	100.0
Parents' Average Education:					
< 8th grade	39.7	23.8	12.3	24.2	100.0
9th	39.9	24.3	12.6	23.2	100.0
10th	37.7	21.4	14.7	26.2	100.0
11th	35.2	23.0	12.3	29.4	100.0
12th	29.5	23.5	11.9	35.1	100.0
post high school	17.1	26.0	12.2	44.8	100.0
TOTAL	36.6	23.4	12.7	27.3	100.0

N = 5384

TABLE 12

Crosstabulation of Educational Aspirations: Parent Would Like
Youth to Finish College and Youth Expects to Finish College

Characteristic	Parent Would Not Like Youth to Finish College and Youth Does Not Expect to Finish College	Parent Would Like Youth to Finish College	Youth Expects to Finish College	Parent Would Like Youth to Finish College and Youth Expects to Finish College	TOTAL
Sex:					
Female	40.6	32.6	6.5	20.3	100.0
Male	45.8	33.0	5.6	15.5	100.0
Ethnic Background:					
Black	38.4	33.6	7.1	20.9	100.0
Hispanic	54.5	31.5	3.8	10.1	100.0
White	57.5	30.0	2.9	9.6	100.0
Age, in years:					
16	43.2	32.2	6.2	18.5	100.0
17	39.5	34.7	6.1	19.7	100.0
18	45.0	32.3	5.2	17.5	100.0
19	50.7	30.4	7.6	11.3	100.0
Parents' Average Education:					
< 8th grade	46.1	32.4	6.0	15.5	100.0
9th	45.8	33.6	6.7	13.9	100.0
10th	45.4	31.0	7.0	16.6	100.0
11th	41.6	33.5	5.9	19.0	100.0
12th	36.4	33.7	5.0	24.9	100.0
post high school	24.3	36.5	5.0	34.3	100.0
TOTAL	43.2	32.8	6.1	17.9	100.0

N = 5384

TABLE 13

Crosstabulation of Educational Aspirations: Youth Would Like
To Finish College and Youth Expects to Finish College

Characteristic	Youth Would Not Like and Does Not Expect to Finish College	Youth Would Like To Finish College But Does Not Expect to	Youth Expects to Finish College But Would Not Like to	Youth Would Like and Expects to Finish College	TOTAL
Sex:					
Female	55.8	17.4	2.1	24.7	100.0
Male	61.0	17.9	1.1	20.0	100.0
Ethnic Background:					
Black	54.1	18.0	2.0	26.0	100.0
Hispanic	66.8	19.3	0.3	13.6	100.0
White	72.9	14.5	0.8	11.8	100.0
Age, in years:					
16	56.9	18.5	1.9	22.8	100.0
17	57.1	17.1	1.4	24.5	100.0
18	60.3	17.0	1.3	21.5	100.0
19	63.1	18.0	2.2	16.7	100.0
Parents' Average Education:					
< 8th grade	62.1	16.4	1.4	20.1	100.0
9th	62.5	16.9	1.7	18.9	100.0
10th	57.4	19.0	1.7	21.9	100.0
11th	56.6	18.6	1.7	23.2	100.0
12th	51.3	18.8	1.7	28.2	100.0
post high school	41.4	19.3	1.7	37.6	100.0
TOTAL	58.4	17.6	1.6	22.4	100.0

N = 5384

expects to do so. This percentage is down nearly ten percent from the similar cell in Table 11. More families of female youths than of male youths are found in this last category, and more blacks than Hispanics and whites. Parent's and youths' attitudes seem to be affected slightly by the parents' levels of education. Attitudes of both parent and youth appear to be correlated with ethnic background, and age and sex of the youth.

The crosstabulation of youths' preferences and expectations is displayed in Table 13. For the youth sample as a whole, 58.4 percent of the youths neither want to nor expect to finish college, while 22.4 percent of them do. Approximately 17.6 percent of the youth sample would like to finish college but does not expect to ever do so. White youths exhibit a much lower percentage who want to and expect to finish college than do black youths, males than females, and youths whose parents finished high school than those whose parents did not.

Equations were specified for the three binary variables defined by the educational aspirations of parents and youths. These equations were estimated using a logit technique. The results are shown in Appendix Tables E, F, and G. In the equations of Opinion A (youth would like to finish college) the two ethnic variables exert negative influences on the dependent variable. White and Hispanic youths will be less likely to want to finish college than black youths. Females will be more likely to do so than males, and younger youths than older youths. Youths in higher grades will be more likely to want to finish college than youths in lower grades, as are youths who are enrolled in school. Parents' average education exerts a positive influence on the attitudes of youths toward finishing college, while receiving welfare payments decreases the likelihood a youth will want to finish college.

The ethnic background variables also exert negative impacts on the educational expectations of youths (Opinion B) as do age in months, being employed in the spring of 1978, and being a welfare recipient. Being female, or enrolled in school in spring, 1978 will increase the likelihood of a youth expecting to finish college.

Parents' attitudes toward their children's education (Opinion C) is negatively affected by ethnic background, the youth's age, the youth's

employment status in the spring of 1978, and whether the family was getting some form of welfare. Parents will be more likely to want their children to finish college if the youth is female, enrolled in school, or in a regular grade rather than a GED program; and if the parent respondent was the youth's father or stepparent, rather than the youth's natural mother.

In general, the statistical significance of the employment status of the youth, and Entitlement participation variables as well as the employment status of the parents and total family income variables indicates that these variables do not seem to have strong effects on the attitudes of youths and parents toward the youth finishing college.

In Table 14 the estimated probabilities derived from the logit coefficients of the educational aspirations equations are shown for selected subgroups of youths and parents.¹ (Coefficients from the third equation shown for the three opinions in Appendix Tables E, F, and G were used to compute the probability estimates.)² Black male and female youths who were enrolled in the spring of 1978 have the highest probability of wanting to finish college, 43.3 and 45.5 percent respectively. These figures are 35.5 and 37.5 for Hispanic males and females, and 30.0 and 31.9 for white males and females. This rate drops off an average of 15 percentage points for youths who were not enrolled in the spring of 1978. Relative to Subgroup 1 in each of the ethnic groups, Subgroup 5 - for parents who have at least finished high school - exhibits about a three percent higher probability of wanting to finish college, while Subgroup 6 - for welfare recipients - exhibits about a three percent lower probability of wanting to finish college.

Results for Opinion B show that black males and females who were enrolled in the spring of 1978 have the highest probability of expecting to finish college, too, but that the percentage rates have fallen to 25.9 and 29.3 percent, respectively. These rates are 14.7 and 16.9 for Hispanic males and females, and 14.2 and 16.4 for white males and females. White males whose families were receiving welfare are only 4.0 percent likely to expect to finish college. Relative to Subgroup 1, all

¹ See page 13, Footnote 2 of this report.

² See page 13 of this report for a description of the evaluation method used.

TABLE 14

Estimated Probability of Youth and Parent Wanting Youth to Finish College

Subgroup	Ethnic Background	Enrolled, Spring 1978	Employed, Spring 1978	YIEPP	Parents' Education	Welfare Recipient	Parent ¹ Respondent	Opinion A		Opinion B		Opinion C	
								Youth Would Like To Finish College		Youth Expects To Finish College		Parent Would Like Youth To Finish College	
								Male	Female	Male	Female	Male	Female
(1)	Black	No	No	No	9	No	Mother	25.4	27.1	9.8	11.4	42.2	44.9
(2)	Black	Yes	No	No	9	No	Mother	43.3	45.5	25.9	29.3	58.1	60.8
(3)	Black	No	Yes	No	9	No	Mother	25.6	27.3	8.9	10.3	40.8	43.5
(4)	Black	No	No	Yes	9	No	Mother	25.8	27.5	9.4	10.9	40.3	43.0
(5)	Black	No	No	No	PHS*	No	Mother	28.5	30.4	10.9	12.7	47.2	49.9
(6)	Black	No	No	No	9	Yes	Mother	22.1	23.7	8.0	9.4	37.5	40.1
(7)	Black	No	No	No	9	No	Father					49.7	52.4
(8)	Black	No	No	No	9	No	Stepparent					47.9	50.7
(1)	Hispanic	No	No	No	9	No	Mother	19.6	21.1	5.1	5.9	33.1	35.6
(2)	Hispanic	Yes	No	No	9	No	Mother	35.5	37.5	14.7	16.9	48.4	51.2
(3)	Hispanic	No	Yes	No	9	No	Mother	19.8	21.3	4.6	5.4	31.8	34.2
(4)	Hispanic	No	No	Yes	9	No	Mother	20.0	21.4	4.8	5.7	31.4	33.8
(5)	Hispanic	No	No	No	PHS*	No	Mother	22.3	23.9	5.7	6.7	37.7	40.3
(6)	Hispanic	No	No	No	9	Yes	Mother	16.9	18.3	4.1	4.8	28.8	31.2
(7)	Hispanic	No	No	No	9	No	Father					40.1	42.7
(8)	Hispanic	No	No	No	9	No	Stepparent					38.4	41.0
(1)	White	No	No	No	9	No	Mother	16.0	17.2	4.9	5.7	32.2	34.7
(2)	White	Yes	No	No	9	No	Mother	30.0	31.9	14.2	16.4	47.4	50.2
(3)	White	No	Yes	No	9	No	Mother	16.1	17.4	4.4	5.2	30.9	33.3
(4)	White	No	No	Yes	9	No	Mother	16.3	17.5	4.7	5.5	30.5	32.9
(5)	White	No	No	No	PHS*	No	Mother	18.3	19.6	5.5	6.4	36.8	39.3
(6)	White	No	No	No	9	Yes	Mother	13.7	14.8	4.0	4.7	28.0	30.3
(7)	White	No	No	No	9	No	Father					39.1	41.8
(8)	White	No	No	No	9	No	Stepparent					37.5	40.1

Reference Population: 17½ years old, highest grade attained is tenth, enrolled in Spring 1978, family earned income is \$3582 (average), parent(s) were not employed all or most of the time in last three years.

¹Variable is included only in equation of parents' educational aspirations for youth.

*PHS = Post High School.

other subgroups show little differences in the likelihood of a youth wanting to finish or expecting to finish except for the subgroup that was enrolled in the spring of 1978.

The results from Opinion C - parents' attitudes toward the youth finishing college - show similar patterns. Parents of black youths are most likely to want their offspring to finish college. Parents are slightly more likely to want females rather than males to finish. Relative to Subgroup 1, Subgroup 5 - parents who have finished high school or had more education - is approximately four percent more likely to want its children to finish college, while Subgroups 7 and 8 - parent respondent to question was the youth's father or stepparent - are approximately seven and five percent, respectively, more likely to want their children to receive a college education.

7.0 CONCLUSION

The decision to participate in the Entitlement Program and subsequent program outcomes are expected to be influenced by the attitudes of program-eligible youths. This study has developed the preprogram attitudinal profile of the Entitlement-eligible sample. On the whole, these low-income youths tend to have relatively high levels of self-esteem. Black youths are much more likely to want and expect to finish college than are white and Hispanic youths. Youths who are employed generally exhibit positive attitudes about their jobs and, if they are not enrolled in school, appear to be holding permanent, well-supervised positions. Subsequent analysis of this profile in conjunction with Wave II interview and program data will enable the determination of what, if any, are the effects of attitudes on program-related variables: the decision to participate, length of participation, the quality of experience derived from participation, the duration of program treatment effects.

APPENDIX TABLE A

Results of Logit Estimation of Internal Self-Opinions

Variable	EQ 1 ¹	EQ 2	EQ 3	EQ 5	EQ 6	EQ 8	EQ 10	EQ 11
Constant	0.34 (2.66)	-0.09 (0.69)	-0.54 (4.16)	1.14 (7.87)	1.03 (7.62)	0.70 (5.11)	0.59 (4.49)	0.53 (3.97)
Age in Months	-0.001 (0.23)	0.002 (0.78)	-0.004 (1.39)	-0.01 (2.54)	-0.01 (3.91)	-0.002 (0.70)	-0.01 (2.17)	-0.004 (1.55)
White	0.12 (1.68)	-0.45 (6.21)	-0.24 (3.13)	-0.25 (3.02)	-0.68 (8.81)	-0.06 (0.74)	-0.48 (6.49)	-0.60 (8.10)
Hispanic	0.08 (1.00)	-0.52 (6.65)	-0.41 (4.99)	-0.56 (6.51)	-1.02 (12.40)	-0.34 (4.18)	-0.50 (6.50)	-0.49 (6.22)
Female	0.02 (0.41)	-0.15 (3.10)	-0.04 (0.67)	-0.05 (1.15)	-0.20 (3.50)	-0.11 (2.05)	-0.29 (5.58)	-0.01 (0.11)
Tenth Grade	-0.01 (0.13)	0.08 (1.17)	0.002 (0.02)	0.04 (0.54)	0.11 (1.48)	-0.05 (0.65)	0.15 (2.08)	0.03 (0.37)
Eleventh Grade	0.05 (0.69)	0.16 (2.14)	0.24 (3.04)	0.29 (3.39)	0.47 (5.56)	0.31 (3.74)	0.35 (4.36)	-0.02 (0.28)
Twelfth Grade	0.12 (1.19)	0.25 (2.61)	0.21 (2.12)	0.81 (7.25)	0.75 (6.97)	0.40 (3.85)	0.59 (5.92)	0.02 (0.16)
GED Program	0.15 (0.86)	0.18 (1.06)	0.15 (0.84)	0.32 (1.67)	0.30 (1.62)	0.04 (0.23)	0.33 (1.88)	-0.34 (1.96)
Enrolled, Spring 1978	-0.04 (0.60)	0.06 (0.86)	-0.10 (1.27)	0.005 (0.06)	0.26 (3.45)	0.13 (1.78)	0.21 (3.09)	0.31 (4.39)
Employed, Spring 1978	0.13 (2.41)	0.07 (1.23)	0.21 (3.73)	0.02 (0.27)	0.09 (1.51)	-0.01 (0.14)	-0.09 (1.51)	0.17 (2.97)
Head of own Household	0.06 (0.66)	-0.02 (0.16)	0.07 (0.68)	0.13 (1.21)	0.46 (4.34)	0.11 (1.01)	0.29 (2.85)	0.02 (0.24)
YIEPP Participant	-0.03 (0.54)	0.10 (1.6)	-0.02 (0.27)	0.18 (2.52)	0.13 (1.85)	0.14 (2.05)	0.02 (0.36)	0.02 (0.39)

Log Likelihood -4221 -4300 -3993 -3598 -3666 -3828 -4043 -4077

n = 6285

t-statistics in parentheses

¹ Each equation is estimated for a separate opinion or judgment, expressed as a dichotomous variable. See Table 3 for definitions of the dependent variables.

APPENDIX TABLE B
Results of Logit Estimation of External Self-Opinions

Variable	EQ 4 ¹	EQ 7	EQ 9	EQ 12	EQ 13	EQ 14
Constant	-1.16 (7.27)	-3.56 (9.14)	-1.85 (8.59)	-0.61 (4.46)	-1.60 (9.32)	-2.28 (10.31)
Age in Months	0.003 (0.92)	-0.03 (3.14)	0.01 (2.58)	0.01 (3.00)	0.01 (2.78)	0.01 (1.94)
White	-0.28 (3.10)	0.02 (0.13)	-0.69 (5.13)	-0.41 (5.05)	0.29 (3.14)	0.63 (5.39)
Hispanic	-0.37 (3.60)	0.24 (1.20)	-0.26 (1.92)	-0.04 (0.42)	0.11 (1.03)	0.40 (2.89)
Female	0.08 (1.34)	0.19 (1.43)	-0.06 (0.76)	-0.17 (3.22)	0.14 (2.05)	0.06 (0.64)
Tenth Grade	-0.24 (2.88)	-0.70 (3.87)	-0.28 (2.45)	-0.27 (3.56)	-0.19 (2.15)	-0.33 (2.84)
Eleventh Grade	-0.32 (3.45)	-0.95 (4.67)	-0.58 (4.48)	-0.47 (5.66)	-0.40 (3.94)	-0.40 (3.03)
Twelfth Grade	-0.51 (4.21)	-1.67 (6.40)	-1.07 (6.34)	-0.72 (6.82)	-0.65 (5.13)	-0.83 (4.76)
GED Program	0.01 (0.04)	-1.36 (1.98)	-0.05 (0.19)	-0.30 (1.65)	-0.44 (1.97)	-0.55 (1.83)
Enrolled, Spring 1978	-0.17 (1.92)	-0.06 (0.36)	-0.50 (4.33)	-0.11 (1.52)	-0.33 (3.82)	-0.36 (3.24)
Employed, Spring 1978	0.10 (1.58)	-0.22 (1.61)	0.09 (0.97)	0.002 (0.03)	-0.08 (1.12)	0.01 (0.10)
Head of own Household	-0.18 (1.42)	0.08 (0.31)	-0.24 (1.48)	-0.17 (1.64)	-0.09 (0.73)	-0.04 (0.26)
YIEPP Participant	0.001 (0.01)	0.26 (1.57)	-0.01 (0.08)	-0.05 (0.85)	-0.01 (0.11)	-0.18 (1.46)

Log Likelihood -3036 - 957 -1886 -3728 -2725 -1770

n = 6285

t-statistics in parentheses

¹ Each equation is estimated for a separate opinion or judgment, expressed as a dichotomous variable. See Table 3 for definitions of the dependent variables.

APPENDIX TABLE C

Results of Logit Estimation of Positive Perceptions of Current Job

Variable	EQ 1 ¹	EQ 2	EQ 3	EQ 4	EQ 6	EQ 7	EQ 8	EQ 9	EQ 10	EQ 13	EQ 15
Constant	0.44 (1.55)	0.57 (2.07)	-0.17 (0.65)	-0.15 (0.59)	-1.18 (3.54)	0.08 (0.33)	0.93 (3.49)	0.20 (0.94)	-0.30 (1.22)	0.62 (2.23)	-2.19 (5.91)
Age in Months	0.01 (2.30)	0.001 (0.19)	0.01 (1.48)	0.67 (1.33)	0.01 (1.46)	0.01 (1.78)	-0.01 (1.22)	0.004 (0.11)	0.002 (0.49)	0.001 (0.13)	0.02 (2.77)
White	-0.16 (1.13)	-0.39 (2.74)	0.01 (0.04)	-0.02 (0.18)	-0.57 (3.23)	0.07 (0.54)	-0.37 (2.71)	-0.18 (1.37)	0.09 (0.67)	-0.06 (0.42)	0.10 (0.55)
Hispanic	-0.05 (0.38)	-0.43 (3.13)	0.28 (2.25)	0.17 (1.35)	0.09 (0.58)	0.25 (1.91)	-0.05 (0.34)	0.19 (1.46)	0.26 (2.07)	0.26 (1.88)	0.71 (4.07)
Female	0.20 (1.90)	0.35 (3.23)	0.14 (1.48)	0.29 (3.03)	-0.02 (0.14)	0.21 (2.11)	0.42 (4.26)	0.35 (3.62)	0.35 (3.68)	0.20 (1.92)	0.38 (2.86)
Tenth Grade	-0.27 (1.59)	0.07 (0.44)	-0.17 (1.15)	0.08 (0.55)	-0.17 (0.94)	-0.20 (1.33)	-0.35 (2.21)	-0.10 (0.59)	-0.01 (0.06)	-0.17 (1.00)	-0.53 (2.55)
Eleventh Grade	-0.26 (1.50)	0.22 (1.31)	-0.18 (1.21)	-0.003 (0.02)	-0.52 (2.73)	-0.26 (1.67)	-0.28 (1.71)	-0.31 (1.91)	-0.12 (0.76)	-0.09 (0.54)	-0.64 (3.00)
Twelfth Grade	-0.30 (1.45)	0.15 (0.73)	-0.38 (2.10)	-0.13 (0.67)	-0.68 (2.92)	-0.19 (1.04)	-0.22 (1.14)	-0.22 (1.18)	0.04 (0.21)	-0.13 (0.63)	-0.43 (1.76)
GED	-0.81 (2.62)	-0.63 (2.06)	0.43 (1.54)	-0.10 (0.35)	-0.10 (0.27)	-0.38 (1.34)	-0.04 (0.12)	0.25 (0.86)	-0.08 (0.28)	0.07 (0.22)	0.24 (0.67)
Enrolled, Spring 1978	0.24 (1.63)	0.25 (1.72)	-0.10 (0.69)	0.10 (0.71)	-0.32 (1.85)	-0.07 (0.51)	0.01 (0.03)	-0.05 (0.36)	-0.01 (0.10)	0.14 (0.98)	-0.40 (2.13)
Head of Household	-0.16 (0.82)	-0.32 (1.67)	-0.30 (1.53)	-0.09 (0.48)	-0.10 (0.42)	0.16 (0.83)	-0.36 (1.97)	-0.30 (1.49)	0.20 (1.06)	0.08 (0.37)	-0.11 (0.43)
YIEPP	0.24 (1.94)	0.15 (1.17)	-0.19 (1.74)	0.13 (1.22)	0.07 (0.54)	0.05 (0.48)	0.19 (1.56)	0.43 (3.97)	0.34 (3.14)	0.19 (1.64)	0.32 (2.08)
Log Likelihood	-1053	-1051	-1237	-1215	- 850	-1719	-1152	-1210	-1226	-1098	- 736

n = 1806

t-statistics in parentheses

¹ Each equation is estimated for a separate opinion or judgment, expressed as a dichotomous variable. See Table 7 for definitions of the dependent variables.

APPENDIX TABLE D

Results of Logit Estimation of Negative Perceptions of Current Job

Variable	EQ 5 ¹	EQ 11	EQ 12	EQ 14
Constant	-0.91 (2.98)	-1.00 (2.90)	-1.26 (3.73)	-2.52 (6.00)
Age in Months	0.01 (0.94)	-0.004 (0.58)	0.002 (0.35)	0.03 (3.21)
White	0.21 (1.39)	-0.41 (2.11)	0.15 (0.87)	-0.18 (0.76)
Hispanic	0.07 (0.45)	-0.30 (1.69)	0.02 (0.12)	-0.16 (0.71)
Female	-0.17 (1.42)	0.16 (1.20)	-0.01 (0.08)	0.07 (0.40)
Tenth Grade	-0.36 (2.11)	-0.38 (2.02)	-0.25 (1.25)	-0.87 (3.73)
Eleventh Grade	-0.61 (3.41)	-0.51 (2.55)	-0.59 (2.82)	-1.05 (4.32)
Twelfth Grade	-0.80 (3.66)	-0.75 (3.01)	-0.39 (1.59)	-1.57 (5.03)
GED	-0.82 (2.37)	-0.74 (1.88)	0.22 (0.63)	-1.09 (2.26)
Enrolled, Spring 1978	-0.16 (1.00)	-0.03 (0.18)	-0.19 (1.03)	0.23 (0.98)
Head of Household	0.52 (2.55)	0.45 (1.80)	0.16 (0.69)	-0.28 (0.83)
YIEPP	-0.14 (1.02)	-0.24 (1.58)	-0.33 (2.04)	-0.14 (0.71)
Log Likelihood	- 910	- 758	- 764	- 531
n = 1806				
t-statistics in parentheses				

¹ Each equation is estimated for a separate opinion or judgment, expressed as a dichotomous variable. See Table 7 for definitions of the dependent variables.

APPENDIX TABLE E

Results of Logit Estimation of Educational Aspirations

Variable	Youth Would Like to Finish College ¹		
	EQ 1	EQ 2	EQ 3
Constant	-0.91 (5.93)	-0.43 (2.73)	-1.09 (5.58)
White	-0.56 (6.55)	-0.81 (9.42)	-0.58 (6.42)
Hispanic	-0.36 (4.18)	-0.42 (4.73)	-0.33 (3.61)
Sex of Youth	0.08 (1.50)	0.15 (2.77)	0.09 (1.57)
Age of Youth, in Months	-0.02 (6.03)	-0.01 (2.62)	-0.02 (5.58)
Grade, 77/78:			
Tenth	0.39 (4.91)		0.37 (4.28)
Eleventh	0.72 (8.05)		0.68 (7.16)
Twelfth	1.20 (10.59)		1.16 (9.78)
GED	0.20 (1.07)		0.17 (0.90)
Enrolled, Spring 1978	0.82 (9.32)		0.81 (8.81)
Worked, Spring 1976	0.01 (0.12)		0.01 (0.09)
YIEPP	0.02 (0.28)		0.02 (0.27)
Average Education of Parents		0.05 (4.78)	0.04 (3.25)
Total Family Earned Income (in \$1,000s)		0.03 (0.36)	-0.03 (0.42)
Welfare Recipient during 1977		-0.22 (3.51)	-0.18 (2.90)
Employment Status of Parents		-0.07 (1.02)	-0.08 (1.06)
Parent Respondent was Natural Father			
Parent Respondent was Stepparent			
Log Likelihood	-3439	-3545	-3412

N = 5384

¹See page 24, Footnote 1 of this report for the definition of the dependent variable.

APPENDIX TABLE F
Results of Logit Estimation of Educational Aspirations

Youth Expects to Finish College ¹			
Variable	EQ 1	EQ 2	EQ 3
Constant	-1.92 (10.52)	-1.16 (6.16)	-2.07 (8.56)
White	-0.72 (6.90)	-1.03 (9.21)	-0.75 (6.46)
Hispanic	-0.73 (6.96)	-0.83 (6.94)	-0.71 (5.77)
Sex of Youth	0.17 (2.53)	0.28 (4.34)	0.17 (2.59)
Age of Youth, in Months	-0.03 (8.38)	-0.01 (2.71)	-0.03 (7.65)
Grade, 77/78:			
Tenth	0.67 (6.69)		0.63 (5.88)
Eleventh	1.06 (9.65)		1.00 (8.69)
Twelfth	1.90 (13.86)		1.84 (12.97)
GED	0.27 (1.21)		0.24 (0.93)
Enrolled, Spring 1978	1.18 (9.95)		1.17 (9.14)
Worked, Spring 1978	-0.11 (1.64)		-0.11 (1.52)
YIEPP	0.04 (0.61)		-0.05 (0.72)
Average Education of Parents		0.05 (4.13)	0.03 (2.49)
Total Family Earned Income (in \$1,000s)		0.03 (0.39)	-0.04 (0.53)
Welfare Recipient during 1977		-0.28 (3.91)	-0.22 (3.12)
Employment Status of Parents		0.01 (0.16)	0.01 (0.10)
Parent Respondent was Natural Father			
Parent Respondent was Stepparent			
Log Likelihood	-2698	-2863	-2691
N = 5384			

¹ See page 24, Footnote 1 of this report for the definition of the dependent variable.

APPENDIX TABLE G
Results of Logit Estimation of Educational Aspirations

Variable	Parent Would Like Youth to Finish College ¹		
	EO 1	EO 2	EO 3
Constant	-0.41 (2.86)	-0.19 (1.22)	-0.74 (3.89)
White	-0.40 (5.05)	-0.64 (7.91)	-0.43 (5.10)
Hispanic	-0.42 (5.10)	-0.47 (5.59)	-0.39 (4.45)
Sex of Youth	0.09 (1.73)	0.16 (2.91)	0.11 (1.90)
Age of Youth, in Months	-0.01 (4.28)	-0.01 (1.78)	-0.01 (3.73)
Grade, 77/78:			
Tenth	0.38 (4.99)		0.34 (4.28)
Eleventh	0.65 (7.67)		0.59 (6.62)
Twelfth	0.97 (8.90)		0.91 (7.89)
GED	0.13 (0.74)		0.10 (0.54)
Enrolled, Spring 1978	0.66 (8.36)		0.64 (7.99)
Worked, Spring 1978	-0.07 (1.11)		-0.06 (1.04)
YIEPP	-0.09 (1.42)		-0.08 (1.16)
Average Education of Parents		0.06 (5.57)	0.05 (4.21)
Total Family Earned Income (in \$1,000s)		-0.01 (0.07)	-0.05 (0.73)
Welfare Recipient during 1977		-0.23 (3.73)	-0.20 (3.12)
Employment Status of Parents		0.02 (0.24)	0.02 (0.23)
Parent Respondent was Natural Father		0.31 (2.87)	0.30 (2.80)
Parent Respondent was Stepparent		0.20 (2.23)	0.23 (2.45)
Log Likelihood	-5581	-3654	-3563
N = 5384			

¹ See page 24, Footnote 1 of this report for the definition of the dependent variable.

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